

INSTRUCTIONAL
LEADERSHIP
ASSOCIATION

The
Instructional
Leadership
Show

Episode #57

Becoming An Expected Presence in Classrooms



Our Focus



The Instructional Leadership Show exists to help you:

- Confidently get into classrooms every day
- Have feedback conversations that change teacher practice
- Discover your best opportunities for school improvement

The High-Performance Instructional Leadership Roadmap

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PRODUCTIVITY

Get Current!

I have well-optimized systems to keep me organized so I can confidently get into classrooms every day, without worrying about my other work



FRAMEWORK

Get Aligned & Specific!

I gather evidence of teacher practice using the language of our instructional framework, and have discipline-specific conversations with each teacher



WALKTHROUGHS

Get Into Classrooms!

I visit every classroom every two weeks, and rotate my visits so I see each teacher at different times of day



500 CLASSROOMS

Get Consistent & Impactful!

Teachers and students expect to see me in classrooms, and I can see the impact it's having on students and on teacher practice in specific areas of our instructional framework



CONVERSATIONS

Get Into Feedback Conversations!

I differentiate my feedback conversations using the boss (directive), coach (reflective), or leader (reflexive) roles depending on each teacher's needs, always sharing my written evidence immediately



HIGH-PERFORMANCE INSTRUCTIONAL LEADERSHIP™

Get Strategic!

I have a clear sense of each teacher's level of performance in specific areas of our instructional framework and how it relates to our school's goals and strategic plan, so I can identify our biggest opportunities for school improvement

500 Classrooms: Get Consistent & Impactful

Level 1: I'm afraid to visit classrooms because I don't know what I'll see, and neither teachers nor students expect to see me

Level 2: I get into classrooms as I'm able, but I'm often thrown off-track by having to deal with unpleasant surprises; my visits catch teachers and students off-guard

Level 3: I visit three classrooms a day, every day, so teachers and students are used to seeing me, and my feedback conversations are having an impact on teacher practice

Level 4: Teachers and students expect to see me in classrooms, and I can see the impact it's having on students and on teacher practice in specific areas of our instructional framework

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Our Essential Question

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How can we make our presence
in classrooms expected,
welcome, and appreciated?

Shift #1: Unexpected To Expected

- Most teachers are surprised when their administrators show up unannounced, because it so rarely happens (1-2x/year at most)
- Promising to be in classrooms more can actually make things worse—guilt & disappointment
- Simply start showing up more, without making a big deal about it
- Keep your task manageable so you show up

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Shift #2: Unwelcome To Welcome

- Most classroom visits are an unpleasant experience for the teacher to endure
- Our visits should be designed so teachers who are doing well actually enjoy them
- We'll only be consistent if *we* enjoy them—so we must both enjoy the process for it to become a consistent habit

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Shift #3: Annoying To Appreciated

- Teachers will resist and resent our visits as interruptions if they don't find them beneficial
- Teachers will appreciate our visits if they find them helpful

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Seek First to Understand

- Teachers hate having their practice reduced to its surface features
- Teachers want to be understood and respected as professionals
- The more we get into classrooms and talk with teachers, the better we'll see the whole “iceberg” of practice



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Getting Started



Changing Teacher Practice



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